

Bess Naylor

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THE SCHOOL AND COMMUNITY

SUCCESSOR TO THE BULLETIN

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

Columbia, Mo.

The Quest

"The Truth," saith He, "will make you free,"

But I the Truth must know
Else Freedom cannot be for me--

I must in bondage go.
Freedom, in sooth, abides with Truth--
But I the Truth must know

Nor know it merely with my brain,
The Truth must needs be done,
If I be freed from Error's chain
And without shackles run.
Truth lives in deeds far more than creeds--
The Truth must needs be done.

Yet knowledge, deeds, are but the sign,
My quest must end in ruth
Unless His Spirit dwell in mine
Who saith, "I am the Truth."
Unless His light my soul indite,
My quest must end in ruth.

VOL.VII

MAY, 1921

NO. 5

THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to

THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. VII

MAY, 1921

NO. 5

Published monthly, except July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1878.

Annual membership dues \$2.00, 60 cents of which is to cover cost of The School and Community, successor to the Bulletin. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

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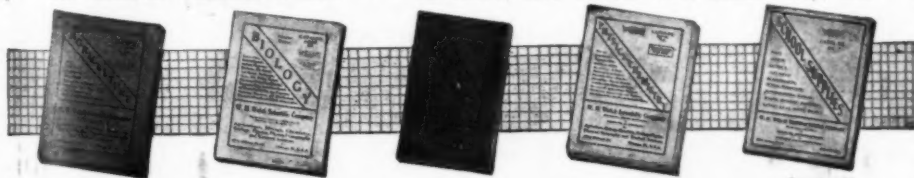
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EDITORIAL

"RE-ELECTED AT AN INCREASE in salary" seems to be in the air this spring. Heaven knows that most of the salaries need increasing. Heaven has known this for many years and she must smile now, being interested in the welfare of her (we hope) future citizens, as she sees them proving their worth and raising themselves in the estimation of the public down here in Missouri. The past year has been a good one for the schools, else so much appreciation would not be shown by the public. "Re-elected at an increase in salary" tells many good stories of efficiency, of devotion to duty, of improvement. "Nothing succeeds like success." The wander-lust that has afflicted so many of our people seems to be on the wane. Superintendents and teachers seem to be abandoning the once prevalent policy of looking for a "better job" somewhere in the land of the unknown, and are adopting the more effective policy of making their present position a better one. Gipsies have made no great contribution to society.

LET US ALL STAND and repeat with the Newton County Community Teachers' Association the "regulations for the guidance of teachers in their relations to their fellow teachers and to their profession," as formulated by that Associations' committee on ethical relations:

1. I will not offer to accept a position at a salary lower than the minimum.

2. I will not offer my services to a board of directors in opposition to or in competition with the present incumbent until they shall have notified

the present incumbent, officially, that he or she will not be longer retained.

3. I will not knowingly underbid another for a position.

4. I will not criticise my predecessor, or tolerate such criticism from my pupils.

5. I will not do or say anything calculated to bring my profession into disrepute.

Having said this let us practice it as we meditate in our hearts this other statement from the same Association's Committee on Salaries, "I will avail myself of every opportunity to improve my professional qualifications, in order that I may give to those whom I serve better service for the salary paid."

IS YOUR ADDRESS TO BE CHANGED? If so please notify the SCHOOL AND COMMUNITY at the proper time. Magazines sent to your old address will not be forwarded unless you leave the necessary postage. Each copy of this magazine costs the Missouri State Teachers Association about ten cents. This much is lost unless you receive the one sent you. Do not fail to notify us of the change of your address, always giving with your new address your old one also. Without the old address we cannot find your name in our lists of more than 15000.

THERE WILL BE NO ISSUE OF THE SCHOOL AND COMMUNITY for the months of July and August. Just as soon as you know certainly what your next September address will be let us have it, so that we may have our mailing lists properly revised in time for September number.

THE NATIONAL CONFERENCE of Music Supervisors which met in St. Joseph on April 5 to 8 was well attended, but Missouri did not contribute what it should have to that attendance. It was a wonderful meeting and we believe that it would have given a great impetus to that much neglected subject in Missouri had it been well attended by the school men of the State. It had a great program, replete with inspira-

National Musicians at St. Joseph tion and practical suggestions. The school orchestra from Parsons, Kansas, perhaps, excited the greatest admiration of all the demonstrations. Mrs. Flora Wright of the Greentop consolidated schools with her chorus of 23 rural boys and girls (mostly boys) won much favorable comment and demonstrated the possibilities of music in the small school.

THE CHARMS OF MUSIC have not been sufficient to captivate much of the revenue of Missouri Schools. Of the thirty or more subjects taught in the various high schools perhaps only Greek and French have elicited less support than Music. Looking over the list of high schools as published by the State Superintendent one finds many schools with a faculty of six to many times that number where music is

Music Versus Mathematics not among the subjects taught. We may argue that with the financial stress of the past we have not been able to have Music. But this is a confession that it is less valuable than many of the subjects that we have found the means for teaching. What measures value in school subjects? If it is the sum total of pleasure that that subject will contribute to the life of the individual, then compare the results of two, three or four years of the study of Mathematics with an equal time spent in Music. If it is the amount of ability developed to

contribute to the pleasure of others, make the same comparison. If the value of subjects is to be measured in terms of earning ability, ask the average business man, artisan or clerk, which would yield the greater returns, his knowledge of Algebra, Geometry or Trigonometry or the ability to take his place in a choir, an orchestra, or a band. Considered from any point of view, Music should have a larger place in our schools.

"J. A. WHITEFORD, Superintendent, Oklahoma City, made the quickest, brightest retort we heard in the eight days we were attending meetings at Atlantic City," is the brief statement of Dr. Winship in his Journal of Education. Further he saith not, and herein lieth our grievance against the good Doctor. Mis-

Burning—But Not Consuming sourians know Superintendent Whiteford. Like most of the leading educators of the United States, especially Oklahoma, he was reared here. We, therefore, knew that he would make the "quickest, brightest retort." We also know Dr. Winship's omnipresent perspicacity and therefore knew that he would hear this and all other retorts. He has left a host of readers tortured by a burning curiosity. Has his pity for the one against whom the retort was directed caused him to be unmindful of the sufferings of the many?

THE PROSPERITY of these favored centers is dependent on the prosperity of trade territory. The higher the level of intelligence of this "hinterland" the greater will be their prosperity and the greater the prosperity of their trade centers. Again

Centers of Wealth Profit by Equalization of Educational Opportunity representation in our law making bodies is on the basis of population and not on the basis of wealth. Good laws, good government depend on the character

of the legislators and the administrative officers. The character of these in turn depends upon the intelligence of the electorate, and as the representatives of the rural and small town territory outnumber the representatives of the centers of wealth it is obviously to the advantage of these centers to encourage the development of schools in the less wealthy territory.

THERE are a few cities in Missouri, places that call themselves such, and in point of population rank above the five thousand mark, which persist in employing superintendents and teachers at salaries which indicate small town ability. Four or five such places might be pointed out. Places that lull themselves into sweet complacency by their size, the number of pupils enrolled, the number of teachers employed and "jolly" themselves

into the belief that
Cities That Rank their schools rank
As Country Towns high when they are
 in fact doing nothing

compared with their ability to do. The man at Prairie Hill, a little school in the country, in Chariton county, has a bigger job and a higher ranking school than do half a dozen cities in the state with populations around the ten thousand mark. It is a little superintendent that for the sake of the name will take a position at a salary far below that which the population and wealth of a city should and could demand. He is far smaller than the one who in a small school commands the respect that expresses itself in a salary of which he and the community are not ashamed.

Commissioner P. P. Claxton says, "Good Music is the vital element in the education of the people. After the beginning of reading, writing, arithmetic and geometry, music has greater practical value than any other subject taught in the schools."

THERE ARE yet a few places in Missouri where the boards of education observe the warning, "Slow Down, School Ahead," whether they have it posted in front of their school buildings or not. There are a few cities where commercial clubs are trying to increase the city's business and hoping to build up the town, but where the school board

Slow Down! is allowed to put on the
School Ahead. brakes and cut off the
 gas whenever they approach a proposition that has to do with the welfare of their schools and fundamentally with the welfare of their town. In New York there is a certain thoroughfare where one may be arrested for driving less than twenty miles an hour. A slower rate blocks the traffic, loses hours of time and even endangers the lives of people. The good citizens of some of our communities should see to it that the progress of their schools is not obstructed. Place a sign in front of the offices of your board of education which will read: **SPEED UP! YOU'RE BLOCKING TRAFFIC.**

ONE OF THE BIG ISSUES now before the people and whose obscurity is threatened by the impeding protraction of the political palaver, incident to "referending"

Constitutional Convention recent legislation, is that of the Constitutional

Convention. People interested in the State's welfare are not particularly solicitous as to whether "jobs" are held by men of one party or the other but they are, or should be, interested in whether Missouri shall or shall not have a new constitution that will correct some of our fundamentals. The teachers have always led in campaigns for this change. They won their first victory last fall when the amendment was adopted authorizing an election to determine whether a Convention should be called. They are being asked to contrib-

ute to a fund that will be used to promote the interests of a campaign for this convention. The Assembly of Delegates voted last November in Kansas City to assess the teachers, of whom they were the chosen representatives, one-tenth of one per cent

of their salaries for this purpose. Many teachers have paid this amount. The list of those who had paid on the 18th of April is published else where in this issue. Let's not allow our attention to be diverted from this big issue.

Horace Mann

THE FOURTH OF MAY will mark the 125th anniversary of the birth of Horace Mann, and Commissioner P. P. Claxton's suggestion that the schools of the Nation appropriately observe that day is a happy one that should be acted upon by all the schools of Missouri.

Horace Mann is the "Abe Lincoln" of our educational history. His figure will loom larger as he recedes into the past and as we see him in his proper perspective. He is the one American educator who stands out pre-eminently as American and in whom is personified the ideals of the American Public School.

Born on a small farm near Franklin, Massachusetts, of plain parentage, the early loss of his father fixed in him habits of responsibility, industry and initiative. Until he was twenty he never had the opportunity to attend school more than two or three months in any year.

His town was the recipient of a small library from Benjamin Franklin, for whom it was named. These books were selected at London by Franklin's friend, Dr. Price, who according to instructions purchased "to the amount of twenty-five pounds such books as would foster sound religion and government." How well they were selected for this purpose the life of their most ardent reader will tell. It is said that young Horace read all of them and re-read most of them.

At the age of twenty, Mann happened upon a real teacher who fired him with an ambition for higher education. After

six months of tutelage from this teacher he had progressed so far that he was admitted to the sophomore class of Brown University and in three years graduated as the valedictorian. The dominating purpose of his life was indicated in the subject of his graduating address, "The Gradual Improvement of the Human Species in Dignity and Happiness." The improvement of the race by conscious effort through the medium of the public schools was to be his life work. His teaching career was brief, consisting of two years as a tutor in Latin and Greek at his *alma mater*. In the classics he had extraordinary ability both as a teacher and as a scholar, and it is interesting to note that despite this apparent personal preference he declared, far in advance of Spencer, that the natural sciences were much superior both in content and discipline to the classics.

Fundamental change comes usually from without. Orthodox preachers do not reform religion. Bankers have not taken the lead in the reform of financial systems. Politicians do not reform politics. So Mann, who was to reform and re-direct education in the United States, by some impulse that seems providential, left the school room for the practice of law.

But in law his dominant purpose was social service. To a young lawyer he wrote, "Never espouse the wrong side of a cause knowingly, and if you find yourself on the wrong side, leap out as quickly

as you would jump out of a vat of boiling brimstone."

From law he entered the political arena, serving his State six years in the Lower House and four years in the Senate, the last two of which he was president of that body. A brilliant career lay before him as a statesman, but he resigned this to accept the secretaryship of the State Board of Education which as a legislator he had largely created. His peculiar fitness for the position can alone account for his appointment.

However the teachers had a candidate who was the "logical" man and were bitterly disappointed that one outside of their number should be chosen. Mann had not sought the place. He surrendered a lucrative law practice and an assured career for the pittance and uncertainty of the secretaryship. These considerations did not cause him to hesitate. His hesitation was caused as he expressed it by his lack of qualification for "filling the high and responsible office." On accepting he said, "The interests of a client are small compared with the interests of the next generation. Let the next generation, then, be my client."

For twelve years he served the interests not merely of the next generation but of all succeeding generations. Twelve years of hardship, poverty, rebuff, opposition, and indefatigable effort, they were. He was opposed by politicians, schoolmen and preachers. But at last the common people heard him gladly. Attempts were repeatedly made to abolish the board. The Boston Principals' Association issued a book of 150 pages defending their traditional schools and discrediting Mann's ideas of universal education, normal schools, libraries and other features of his new regime. The ultra-orthodox in the church also attacked him most bitterly. The sectarian press contained articles of denunciation, and sermons of scathing criticism were de-

livered from many pulpits. But Mann did not waver at criticism. He fought when fighting was necessary and in this fight he was more than victorious. It was the fight that gave him unbounded publicity, that kept him and his educational ideals in the center of the public attention and therefore won to him the support of the public which was ultimately necessary in the establishing of these ideals in the public mind.

During his entire incumbency he worked more than fifteen hours each day. For weeks at a time he was afflicted with insomnia. Through all this twelve year period he did not have a living wage. With a salary of one thousand dollars, with no allowance for running his office and but meager traveling expenses, he paid for many conventions and reports out of his own pocket. At times he lacked necessary food but he was kept up by a flaming enthusiasm, and an unfaltering faith that right would prevail.

His achievements are many. As a legislator he had the State establish the first hospital in the world for the care of the insane, the first school for the blind, the first Normal School and the first State Board of Education. He became the first state superintendent of schools, he wrote voluminous reports each year that are yet widely read. His fifth report was the most famous educational document in the world and has had the greatest influence on education. It was reprinted in other states and in other nations. He was an advocate of special training for teachers, of better text books, better buildings, of larger school units, he believed in universal and free education of the highest order, he advocated health instruction and physical education. He increased the salaries of teachers, the length of the school year, opportunities for secondary education and brought about skilled supervision.

He was more of a missionary than a

philosopher. He burned with a desire and a determination to serve. His glowing sentences aroused the people. "In a republic ignorance is a crime," "A man's patriotism is measured by his interest in public schools," "Have we parents among us who will fling the child overboard and save the shilling?" "Nobody but the school

master is put up at auction and knocked off to the *lowest bidder*," are samples of the liquid fire with which he put the enemies of education to rout. When he knew he was about to die he said to his students at Antioch College of which he was then president, "Be ashamed to die until you have won some victory for humanity."

The Child's Place in Society

By MARIETTA L. JOHNSON

In The Fair Hope Educational Journal.

There is but one purpose in society; one reason for men working and living together. This purpose has been the same throughout the ages. This purpose is to produce better people. Society, no doubt, has been blind, unconscious and blundering, but the purpose survives and grows clearer as time progresses. The time now has arrived when men will consciously strive to produce better people. All of our industries, all of our government, all of our religion, all of our education have been, and are, and ever more must be for the purpose of producing better people. But in many cases the activities of society seem to work against human betterment.

Imagine, if you can, the whole industrial system directing itself to the all-round life of the producer, as well as to the things produced. Imagine government, if you can, concentrated upon the supreme task of giving every individual the freest, most perfect opportunity for self-realization. Imagine religion, if you please, teaching love and brotherhood, and helping to practice it, rather than to build up churches and sects. Imagine education, frankly, sincerely, launched upon the enterprise of producing better children.

If the meaning of society is merely the expression of untold millions of people in their striving for better conditions, why not frankly face this tremendous question

and consciously strive to create conditions for making better people? This would mean that the whole adult world would be deeply interested in the study of the development of the child. The fathers and the mothers and the teachers everywhere would be discussing such questions as these: What is the nature of childhood? What is the meaning of childhood? What are the needs of the growing body, the needs of the mind, and the needs of the spirit?

I believe the time has come when we are going to be able to consciously control and guide evolution. We are not only to grow into better human beings, but we are going to fix conditions consciously that better human beings may develop. You mothers think that your baby is yours. This is not true. Childhood is its own excuse for being. Babyhood is necessary for the life of the child, not for your special pleasure. Many mothers miss the blessing of motherhood. It is a privilege for which to thank God that a little child is put into your arms whose every expression of growth you may note and enjoy. The child pays for all the labor and care and pain and sacrifice which the mother may give, just by living and growing, and being the child that he is.

WHAT CONDITIONS FAVOR CHILD GROWTH?

Childhood pays for itself every hour. If

we are going to produce better people, we must study the unfolding organism of the child, and strive to provide conditions which will produce the most perfect growth. How many mothers are studying the development of the child? How many women's clubs are devoting their time to this all important subject? No one knows the exact order of the development of the child, and no one dares to say just what will be his needs from day to day, but it is our business as adults, and our business as mothers particularly, to study to know the needs of the unfolding organism, and provide the environment for right growth. The child is a reacting organism. He reacts to his environment. The younger he is the more irresponsible and unselfconscious is this reaction. As he grows older, he becomes more conscious and responsible, but is still a reacting organism throughout the years of growth. A bad child cannot come out of a good home; however good the home is, it was bad for *him*, or he would have been good.

Many of us seem to think if we only get the child to do what we tell him, to become responsible, to approximate the adult standard, that we have succeeded. The fact is we have a wrong idea of the value or nature of childhood. We think of children as little adults, whereas they are a different sort of human being. The child cannot be compared to the adult in any particular, and should never be judged by adult standards. The main work of the child is to get a straight spine and good blood, and healthy muscles, and a nervous co-ordination which will be the basis of a moral nature which will point straight.

A MISTAKE TO HASTEN CHILDHOOD

All of the work of childhood is characterized by imperfection, by changing interests. It is unfinished in appearance. We think by repetition and drill and constant pressure that we shall be able to have him

do work which will show a higher degree of excellence. Adults may practice and drill, if necessary, to attain efficiency, but too much repetition is dangerous specialization for the little child. We are too anxious. We try to hasten childhood and bring on the mature form as early as possible. This is a great mistake. The prolonging of childhood is the hope of the race; the longer the time from birth to maturity, the higher the organism. Mothers, do not be too proud of your little child, who does such mature, wonderful things. This very precocity may mean an early decline. One-sided development means deficiency in some particular. Rather should we work for all round symmetrical growth. In providing conditions for this natural growth, we must often be patient with the irregularities and imperfections of unco-ordinated conditions.

THE TEST OF REAL PROGRESS

We are very apt to point to our systems of transportation or communication, our wonderful industrial output, our great collections of art, our musical development, the degrees and learning shown by our genuises. We are apt to call all this progress, but really there is but one thing that is progress, and that is producing better people. Are the people who build these buildings better because of the building? Are the people who run the trains better because of the rapid transit? Are the painters and the singers more beautiful and charming because of the music and the art they produce? Are the telephone girls really better human being when they give such patient service? Are the children stronger and finer and better human beings because of the schools? We are so proud of our educational buildings. We are so exacting in our standardization. Is it true that the more information one has, the more generous and social is his spirit? Why is it, then, that with increased intellectual power we often find tremendous

spiritual poverty? Is it because we have emphasized the thing done, rather than the all-round life of the doer; that we have emphasized the thing learned rather than the all-round life of the learner?

You, mothers, you are the ones who have the fate of the world in your hands. Will you work to produce better people, or better things? There are two points of view from which we observe everything. One is the point of view of the thing done. The other is the point of view of the all-round life of the doer. Both are necessary, but it makes a tremendous difference upon which one you place the emphasis. The emphasis to date has been placed upon the thing done. We have pointed with pride, and are still pointing with pride at the material evidences of human effort, but we still bemoan the human limitations of our people. Why not place the empha-

sis upon the all-round life of the doer, and not permit anything to be done by any growing child which does not minister to the well being of his body, and mind, and spirit? What do we want in childhood? Surely nothing could be greater than a sound, accomplished, beautiful body, an intelligent, sympathetic mind, a social, sincere spirit. This is the right of every child, and it is the business of every mother to see that conditions are provided which will secure this to every child.

THE OBJECT AN IMMEDIATE ONE

The child is the future citizen but at present he is a child, with a child's needs and a child's mind. The real end in education is an immediate one. To-day if he is well and happy and intelligent, he is being educated. Not what does he know but how does he grow. Let us work for this.

Dean C. A. Phillips and President Threlkeld Discuss Salary Situation

Present Shortage.

Undoubtedly there will be a serious shortage of well trained teachers in the state for the next year. There are teaching in the public schools of Missouri at the present time slightly more than 5,000 teachers who hold special certificates and third grade certificates. We do not know exactly the training of these teachers, but in general it is certainly far below a standard necessary to pull Missouri up to the efficiency which ought to be maintained in a great state.

So far as the supply is concerned, at the highest figure, somewhat fewer than 2,000 teachers will be trained this year. This includes graduates of teacher training courses in high school, and all sorts of certificates and degrees granted by state and private educational institutions. Moreover, already surrounding states are making di-

rect demands on us for the best trained teachers who are open to contracts. I have on my desk requests for teachers from three different states, requests being at the highest level proposed by the salary committee. I have also a telegram offering a young man \$225 a month for immediate service, although he has not quite completed the work for the degree. We are trying to hold Missouri teachers in Missouri on patriotic grounds, but it is not always possible to do so because in the end the laws of economics very generally obtain.

The Committee Schedules.

In another place the committee schedule for teachers for next year is presented. Because of the present economic depression there is some tendency to try to reduce salaries. This is a shortsighted vision of the problem and if carried into ef-

fect means serious impairment of Missouri's schools.

While it is true that the cost of living has decreased somewhat, it is not true that it has decreased enough to warrant the cutting of teachers' salaries.

In 1914-15 the average salary for elementary teachers was \$458. For the present year the average salary is approximately \$650, roughly an increase of 60%, whereas the cost of living as indicated by the latest figures from the United States Bureau of Labor Statistics indicates for the month of January 77% above pre-war prices and the Index of the Cost of Living as computed by the National Industrial Conference Board indicates that the cost of living has fallen to 76% above pre-war prices. If these figures indicate anything it is obvious that the teachers of the state are not yet receiving as much money as they did in the pre-war period.

Teachers belong to the class of workers who are especially caught by certain high priced conditions, in commodities such as food and clothing. Clothing prices are still more than 100% above pre-war conditions and food nearly as much notwithstanding the fact that foreign products have come far down toward pre-war prices.

To repeat, the schedule for 1921-22 certainly must not be below the one for the current year and in fairness it ought to be increased enough to meet the competition from all sources.

C. A. PHILLIPS.

PRESIDENT THRELKELD BELIEVES MINIMUM SHOULD BE 1919 SCHEDULE

Any fair minded person will admit that there is a certain minimum of salary below which a teacher cannot go, in accepting a position, without losing his or her self-respect. Just what this minimum is, is hard to determine. Just who is to de-

termine it is another question. Certainly no person who claims to be a member of the profession of education has any moral right to be unfair or selfish in his attitude toward these problems.

But let us consider first the question of a minimum compensation. Teachers are in a position to know best what this minimum should be for them. But teachers are public servants in the full sense of this terminology and they can never afford to ask something of the public before they are able to convince the public that the request is a proper one. It seems to the writer that one takes upon himself the obligation to observe this principle when he enters the public service. It is the only sort of thing that will work in a democracy. This brings us, then, to the question "What is the lowest scale of salaries for which teachers may work in Missouri during the year 1921-22 and retain their professional standing?"

The writer believes that the schedule agreed upon at the St. Louis Meeting in 1919 should be allowed to stand for the year 1921-1922 so far as a minimum is concerned. It has been in effect only one year and the public is just getting adjusted to it. It went into effect very generally this year and now if we were to make an unalterable demand for another elevation of the minimum it is probable that the reaction of the public mind to it would not be favorable. This refers us to the principle stated above that we must always limit our advance to the state of the public mind after it has heard our case. Our case has been pretty well presented during the last two or three years.

The Executive Committee has considered this whole problem very carefully in cooperation and in joint meeting with the Salaries Committee. This Committee recommends, as stated elsewhere in this issue of the School and Community, that the minimum scale now in effect be con-

tinued as a minimum for the coming year. But it also presents two other schedules which are of the greatest significance.

The first of these two was arrived at by the light of the demands which are being made upon our Teachers' Colleges and the School of Education of our University by schools in other states. There is no guessing about this. It seems certain that practically every teacher who can meet the standards of this schedule in the way of training and experience and who is now available for next year through these colleges can go to nearby states and receive the salaries of this schedule. Many of them can do it in Missouri. There is one city alone in Missouri that will want at least 100 of them at the salaries outlined. The Association would not be discharging its responsibility toward the public were it to fail to make these facts known. The Association, if it has any responsibility at all for leadership in education, must use every device within its control to inform the public of this condition. This is our responsibility as public servants. What is done about it is the public's responsibility.

But we have not done enough for the boys and girls of Missouri if we stop here. We have been losing ground long enough that it is high time that we were making up for some of it. We need to offer sufficient inducements to get back to Missouri many of her teachers who have felt economically constrained to go to other states. This applies all of the way along the line from the classroom teacher in the small school to the University. Why should we not set the pace? With this idea in mind the third schedule is presented. It is based on the facts as they exist in other states and it tells the people of Missouri just what must be done to put us to the front as a state. Certainly as a State Teachers' Association we are responsible for at least the transmitting of this information to the public. That is our

responsibility as a profession and again it may be said that what is done about it is the public's responsibility.

To summarize, then, this article would contend that for the present we should stand fast for the minimum professional standards of salary now in effect and that we should work for the future through an education of the public mind to an agreement with the second schedule and then the third. We should hope to see a large number of Missouri communities meeting the second and third schedules this spring, but we should not read out of our profession those teachers who feel constrained to accept positions in communities that find it is impossible at this time to go above Schedule One.

A. L. THRELKELD

Salary Schedule of M. S. T. A.

(Reprinted from April)

Since the meeting of the State Teachers Association in Kansas City last November, a very considerable economic depression has taken place in the United States. In view of this fact the Committee on salaries desires to recommend the following:

- I. Schedule necessary for teachers to maintain professional standing.
 - (1) Teachers with Third Grade Certificate, \$480 per year.
 - (2) Teachers with Second Grade Certificates, \$560 per year.
 - (3) Teachers with first grade certificates, \$640 per year.
 - (4) Teachers with Regents Certificates, (30 Sem. hr.) \$720.
 - (5) Teachers with Life Certificates, (60 Sem. hrs.) \$900.
 - (6) Teachers with Degrees A.B. or B.S. in Education \$1200.

Teachers with qualifications listed in items 4, 5 and 6, who have successful experiences of one year or more should re-

ceive not less than ten per cent more than the schedule quoted above.

II. Schedule necessary to meet competition from other states and to maintain our schools at present standing.

- (1) High School Graduates with Professional Training, \$800 per year.
- (2) Teachers with Life Certificates, (60 Sem. Hrs.) \$1,000.
- (3) Teachers with Degrees A.B. or B.S. in Education \$1350.

Teachers with qualifications so listed in the above schedule with successful experience of one year or more should receive at least ten per cent more than the figures quoted above.

III. Schedule necessary to elevate the

standard of our schools and to bring back some of our good teachers who have migrated.

- (1) High School Graduates, \$900 per year.
- (2) Teachers with Life Certificates, (60 Sem. Hrs.) \$1200.
- (3) Teachers with Degrees A.B. and B.S. in Education, \$1500.

Teachers with successful experience should have annual increments amounting to \$100.00 per year for a minimum period of three years. Schedule II is the recommendation made by the House or Delegates at the annual meeting of the State Teachers Association in Kansas City in 1920.

Free For A Minute

By Beulah Huey

Out of the station, crawling and creeping,
Out of the station we puff and we poke,
And once on the prairie the cars go a-leaping,
Leaving poor Curryville wreathed in the smoke.

Out of the world, the harsh world of teaching,
Giving each student a hit or a pat;
Out of the world where the half is in preaching,
"Jimmy, you rascal, quit this or that!"

Out of the world, I'm free for a minute,
Free from the cares that worried me last;
Just wind me up and I'll sing like a linnnet
For I'm free for a space between Future and Past.

Into the station, crawling and creeping,
All my cares back, I'm a student once more;
The pranks in my students that set me to weeping,
Now I can practice, the whole season o'er.

COMMITTEE ON RESOLUTIONS BY CONGRESSIONAL DISTRICTS FOR 1921

Seventh, I. N. Evvard, Chairman..... Marshall
Eleventh, Philo S. Stevenson, Secretary Board of
Education, Building St. Louis
First, Byron Cosby Kirksville
Second, Miss Elizabeth Brainerd Trenton
Third, George W. Diemer.....Excelsior Springs
Fourth, J. A. Higdon Tarkio
Fifth, Miss Genevieve Turk, Gladstone School.. Kansas City
Sixth, C. H. McClure Warrensburg
Eighth, Dr. A. Ross Hill.....Columbia

Ninth, W. F. HupeMontgomery City
Tenth, Harriett Arnott, Benton School.....St. Louis
Twelfth, Miss Margaret Noonan, Harris Teachers
College St. Louis
Thirteenth, T. W. Williams..... De Soto
Fourteenth, Nellie HudsonCape Girardeau
Fifteenth, C. E. Evans Holla
Ex-officio, A. L. Threlkeld..... Chillicothe
State Supt. S. A. Baker..... Jefferson City

President Threlkeld Asks Community Associations to Help Popularize County Unit Bill

Emphasizes the Necessity of Keeping Public Consciousness Alive to Value of Education

Chillicothe, Mo., April 16, 1921.

To Chairmen of Community Associations of the M. S. T. A.:

Since the previous letter was sent you I have received replies from the following places: Blairstown, Monett, Edgerton, Seymour, Versailles, Walker, Sedalia, and Clayton. The replies from these places indicate considerable activity on the part of their Community Associations.

The Community Associations that are functioning are doing splendid work. The great problem is to enliven a large number that are yet inactive.

At the present time no more important problem could be attacked by the Community Associations than that of getting the people educated concerning the County Unit Bill. It is probable that a great many people have concluded that the main fight concerning this Bill is over, since it was enacted by the Legislature and signed by the Governor, but such is not the case. The great test is yet to come. There is a great deal of misunderstanding concerning the provisions of the Bill and there are many counties in which very little has been done to get the people enthused over the wonderful possibilities for the promotion of the welfare of their boys and girls through the provisions of this law. It is difficult to see how counties in which this has not been done are going to manifest enough interest to elect the highest type of County Boards of Education. I believe this is the turning point for the whole problem at this time. Those counties which elect a good County Board of Education will make a success of the County Unit Bill. Those counties that do not elect the

right kind of a Board will very likely make a failure of it. If a sufficient number of counties make a failure there may be a reaction against the law and the next session of the Legislature may do away with it. If, on the other hand, a great majority of the counties make a success of the law the only changes that would be made in it by the next Legislature would be in the nature of strengthening the organization and eliminating undesirable features.

It seems to me that a great responsibility for educational leadership rests upon the Community Associations of the M. S. T. A. with respect to this issue. We recommended this Bill and the Legislature took our word for it. In using the term "we" I mean all of the educational forces of Missouri. Now, if we sit back and let it fail or even become just a mediocre success, we are discredited in the eyes of the public for a long time to come. We should be committing professional suicide were we to allow this to happen.

If meetings are held in every county and the Bill frankly and thoroughly discussed through the leadership of those who understand it, it is certain to succeed. A few weeks ago the writer was present at one of these meetings in which the County Unit Bill was presented and explained through an address and a process of questioning lead by Professor Eugene Fair, who was Chairman of the Committee on Education in the House of Representatives and it seemed evident that practically all who were there, most of whom were farmers, went away feeling that the County Unit Bill was not only a good thing

but they were enthused to the extent of wanting to help make it a success. If meetings like this were held in every county with someone leading the discussion who understands the Bill thoroughly and is in sympathy with it and who possesses the proper tact, one of the greatest boons for education in Missouri that has ever occurred in her history will be assured. Why can't each Community Association do its part for its community in this respect?

It makes no difference if your Community Association includes only a town or a city. The towns and cities are indirectly concerned now and they will in all likelihood be directly concerned in the near future. They should be posted. They could at least help get others posted.

What has your Community Association done during the year in the direction of keeping alive a public consciousness concerning the value of education? Everywhere the spirit of depression is in the air and some communities are talking about retrenchment in their schools. No thoughtful person believes that this is any time for putting less money into our schools. There never was a time when extravagance was excusable. Nobody believes in extravagance but any study of the facts convinces one that we have never approached the plane of extravagance in financial support given our school system. When the Commissioner of Education can show that the American people spend more money in one year for non-essentials than our public school system has cost in the entire history of our country it is hard to

see how it could be argued that we have arrived at a time when retrenchment should be the policy. The argument along this line is unlimited. The question is, if you will pardon the repetition, What has your Community Association done to enlighten the public mind concerning these facts? The Commissioner of Education has furnished enough data for the use of our educational organizations in convincing the public of its duty toward the schools. It is just a problem of getting these data before the mind of the taxpayer. If your Community Association has done nothing along this line do not blame the public if it wants to give your schools less money for next year. Remember that we are teachers and we, as is true of others, reap what we teach.

The success of the meeting of the Assembly of Delegates next November will depend upon the extent to which the Community Associations have been active. A delegate coming from a Community Association that has been busy all year on the vital issues in education will have his mind full of questions and opinions for that meeting. A delegate coming from a Community Association that has not been active will do very little more than occupy the space which is required for his body.

Let those who are busy keep busy and those who are not busy get busy. Let those who are busy get others busy.

Very sincerely yours,

A. L. THRELKELD,

President M. S. T. A.

Teaching By the Project Method

W. H. Kilpatrick, Teachers' College, Columbia University, N. Y.

Is the project method merely a new name for an old type of procedure? Yes and no. If one were disposed to stress

its age the claim might be made that it is old, very old, older in fact than the institution we call the school. For it is as old

as the first instance of learning in connection with a set purpose to accomplish an end. More specifically it has been found in every case where the children have consciously shared the purposes of their parents while learning to carry forward the domestic activities. In this sense learning through purposeful activity has characterized the best incidental learning of every age and clime.

But if learning through felt purposes is thus admittedly old, it may still lay some claim to novelty as a doctrine for the modern schoolroom. Not that good teachers in many schoolrooms have not in every age from time to time made actual use of child purposes to the great profit of all concerned. Such is undoubtedly true. But so far as I know, it is only recently that such a procedure has been brought to consciousness for definite consideration, and conceived of as an ideal that should—if we could so effect it—pervade the whole intentional educative process. In this latter school sense this purposeful procedure is so new that it is still in the making. It is pretty well worked out in the extremes of the process—in the kindergarten-primary and in the university—but elsewhere technique and standards are yet to be achieved. Our discussion today is to speed the process.

What is a project? Wherein does it differ from a problem, from a topic, from motivated activity, from the socialized recitation? The answers to these questions will, I hope, come during the discussion. A project, as I understand it, is any instance of activity or experience carried on under the dominating purpose of the agent, that is of the doer and learner. Let us note almost in the reverse order the words, learner, purpose, dominating. It is the learner that concerns us, the learning that is to come from his doing, his experience. That learning may best come, the factor of purpose has been seized upon as the key to

the process. Note, however, that it is the purpose of the learner that counts. His purpose as it guides and controls the various steps in his activity is the psychological factor—as I hope to show—in the whole process of most efficient learning.

Suppose a teacher sets as a task for next Friday to write a letter forwarding to the *Youth's Companion* a new subscription and ordering in return as a premium a toy electric steamboat. This may be close enough to the child's life to be called by some a "motivated lesson" in letter writing. But suppose the boy had been actually wishing the steam boat, and had persuaded his aunt to take the *Youth's Companion* in order that with the "new subscriber" and fifteen cents additional for postage and packing he might secure the steamboat for his own, do you think the letter writing in the two cases would be the same? The instance is perhaps extreme but it illustrates the point. The purpose of the boy to get the steamboat is an actual vital thing in his life. This purpose dominates his whole thinking and doing in connection. If his letter lacks definiteness, he is glad to learn. Precision and clearness are now inherent in a real life situation. This is one instance of a project, the living purpose of the doer and learner dominating and guiding each step of the process.

Suppose a girl has at length secured her mother's permission to make a dress, "all by herself." Her attitude makes a project of the whole affair. But if the sewing teacher sets as a task sewing ten straight seams, there will probably be many in the class to whom the activity is no project but a mere task and nothing more. So also if a group of children give a play, we have a group project, provided all purposed conjointly. The poet who spends hours and days on a poem is working on a project. The statesman who makes an argument for a great cause is engaged in

a project. The mother whose faith tells her that fervent prayer in behalf of her wayward son will avail to quicken again his hardened heart is engaged in a purposeful act that enlists her whole being and involves her whole faith in God and her whole philosophy of life. A project then can take every form that human purpose and endeavor can take. The distinguishing essence is an effective purpose.

It was indicated above that projects may be individual affairs or they may be carried on by groups. It is clear at once that a group project is the essence of the "socialized recitation," though not all group projects need be of this type. It may be well to distinguish several types of projects differentiated according to the types of purposes involved. I myself distinguish four. Type I, where the dominating purpose demands embodiment in some form. The illustrations given above were all of this kind. This is sometimes called the Constructive Type, though it must be made clear that the construction need not be material, it can be of as spiritual a substance as prayer itself. The distinction is best seen in the contrasting types. Type II is where the dominating purpose is to enjoy some (esthetic) experience. I hear there is a sunset, I purpose to enjoy it to the extent of my being, so with a poem, or a play, or an opera. A child who asks his mother for a story purposes a project of Type II. These two types are then often correlatives. The poet writes the poem (Type I); we enjoy it (Type II). DaVinci paints the Mona Lisa (type I), you and I stand enraptured before his masterpiece (type II). Type II we may call the Appreciation Project. A third is type III. where the dominating purpose is to solve a problem, to clear up some intellectual conflict. A problem we may often easily recognize; so also is a boat. Solving a problem is another and different thing; so likewise is sailing a boat different from

the boat itself. I may contemplate solving the problem or sailing the boat; but I may say in the end, "No, it is too much trouble," or "I haven't the time," or "I am not concerned." So far no project. But if I determine to solve the problem and set to work effectively at it, then I am engaged in a project of type III. Have I made clear the difference between a problem and a project? Problems are very common in geography, science, and history. Projects of type III should, I think, also be very common in the teaching of science and geography and history; but so far, most teachers cannot institute projects. It is a distressing fact, but true. Perhaps after a while we shall know more about an effective technique for building and arousing purposes.

The fourth and last type of project is where the dominating purpose is to acquire some item or degree of knowledge or skill. So close is this to old fashioned drill that I almost fear to give it place, but it exists as a type form and we need it. I remember that my teacher once conceived the very evident idea that my handwriting was not as good as it should be, and I was required to practice under her direction. But I took it as a task imposed from without and practiced in but a desultory fashion. Later, I myself woke up to the fact that I was ashamed of my penmanship, and for several years I practiced in season and out. It had then become for me an engrossing project. A colleague asked a group of us to tell him what was back of the Gunpowder Plot. The answers were scant indeed. I determined to look it up when I got home and learn more about it than the "fifth of November and gunpowder, treason, and plot." This then was a project to me of type IV.

So far we have done little more than define and distinguish. Am I warranted in saying that practically all school activities worth considering can conceivably

appear as one or the other of the four types differentiated? If any of you doubt this, I shall be glad to learn of it more definitely. Attention should again be called to the distinction between individual and group projects; and it should be pointed out that any one of these four types might conceivably appear as a subordinate part of any other. In particular any construction project worthy the name is almost sure to involve a number of subordinate projects of type III. So close is the connection that some less discerning cannot distinguish which is means and which is end, what is main purpose and what is subordinate means to this as an end.

If so far we have mainly learned what we mean by a project, it is now all the more necessary to ask why use projects? *Cui bono?* An inclusive answer can be given at once but the justification of the answer will require detailed treatment. The inclusive answer is that the project utilizes in almost remarkable fashion most of the desirable tendencies in modern education. In the first place, the purposeful act is the typical unit of the admirable and effective life. The life animated and controlled by worthy purposes we admire and emulate. The mere drifter, who takes life as it comes without purpose and without effort we despise. If the persevering pursuit of worthy purposes constitutes thus the worthy and efficient life, should we not seek early to educate our children accordingly. Could we reasoning in advance think of a preparation more promising of good results than one which provides practice in the choice and pursuit of purposes. To choose purposes wisely and worthily is certainly a desirable characteristic. Can this characteristic be built in the youth save by such practice in the choice and pursuit of purposes as will tend to correct errors in the choice and the feebleness of pursuit. How is it now? The

teacher and the school authorities do practically all the choosing that is done in school; so that the children per force acquire their habits of choosing on the playground or the street, where the more forward of their fellows set the fashion in choosing. For my part I wish to see the difficult art of choosing taught in school where the teacher can help guide the process. But choosing cannot be taught apart from some opportunity to choose all the time under wise teacher guidance. This of course means a different notion of school. It means having things go on in school in which children can enter purposefully. Without such actual living, I have very little faith in the school's being a place to prepare for living. Does this mean that the teacher abdicates? Exactly no. But it does mean a more complex kind of teaching, one that expects the school time to be made up typically of life itself. In other words only by living—under properly selective guidance—can the child learn better how to live.

Again, we have for many years agreed that school work should not be so abstract. There must be more of concreteness, more of objectivity, of "real problems, in it." We have not always distinguished that what is very concrete to one may be very abstract to another who has not progressed so. To you and me $3\frac{3}{4}$ yards is very concrete, but to a very young child is painfully abstract. If anyone uses purposeful acts, we can be sure that he is living in the realm of the concrete, because no one can purpose in terms that he feels beyond him. Purpose means the essence of concreteness exactly adapted to the degree of development of each.

Still again, we have heard much—pro and con—about interest. We have been told that without interest there is no effort and little learning. We have contrariwise heard that to try always to interest chil-

dren is to spoil them—and most of us have agreed. Now the factor of purpose will, I believe, solve the puzzle. Where purpose is, there we have one kind of interest—a good interest if the purpose be worthy—which shows itself in effort, in an inner urge which would of itself and from within push the child on the fact of obstacles and hindrances. Such a state of interest we all wish. But where no purpose is present, there the weak and foolish teacher has often in times past cajoled and promised and sugar-coated—and this we all despise. Purpose then—its presence or its absence—exactly distinguishes the desirable and manly interest from the mushy type of anything to keep-the-dear-things-interested or amused. It is purpose then that we want, worthy purposes, urgently sought. Get these and the interest will take care of itself. All that is good we'll have.

Another phrase that has attracted many is self-activity, and there is much to be said for it. But is it not at once evident that what we desired was an activity that springs from within, from the same inner urge that we say above? In other words, the purposeful act is at the same time self-activity. Froebel complicated his discussion with some doubtful metaphysics, but this corrected self-activity is quite nearly an old name for what we here advocate.

A more recent term or idea is one that distinguishes the concomitant aspects of any learning activity from the more immediate or primary aspects. The boy who sets out to make a boat that he can sail in, will undoubtedly learn much about making boats; but he will also have learned self-reliance, that it pays to take pains, that accuracy counts, etc., etc. These concomitant learnings, while slower to get, have perhaps most to do with what we call character. In school we promote on the other aspects of learning; but in life these concomitants count no less than the imme-

diate learnings. Now it needs little discussion from me to point out that good concomitants come best from successful purposing. Where the child faces always and only tasks that he looks upon merely as tasks, bad concomitants of shirking, dawdling, hating school, and the like—these are the outcomes.

Perhaps clearer than anything I have yet urged is the fact purpose secures organization and a weighing of comparative values. As long as facts and data are mere facts and mere data, and the school treats them all as "free and equal," the child with difficulty sees things in relation, and has no basis for preferring one fact to another. But in life it is the relation and pertinence of facts that counts,—in truth we have hard work to remember facts that are not related. Now he who has under a dominating purpose sought facts pertinent to his purpose and has so organized them as to attain his purpose has got at once a relatedness and an organization possible in no other way. The question of comparative values so far as concerned this purpose is solved *en route*. As I hope to show in a moment he will for valid reasons also remember all of this. So that we may conclude that purpose effects an organization of material and data in a way to produce immediate results and supply a model for future needs, and at the same time fixes the whole in the nervous system as a relative permanent possession of the doer and learner.

That purposing means more effective learning needs more attention than I give it in this talk. But this claim is of all perhaps the most significant. In the past few years our knowledge of the conditions under which learning takes place has greatly increased. Among much that might be said I shall here call attention to two factors most important for us. One is that where any response is made with satisfaction the tendency to respond in that

fashion is strengthened, (and contrariwise, when a response is made with annoyance, the tendency to respond in that way is weakened). This "law of learning" underlies practically all of the valuable learning in the world. The greater the satisfaction, the quicker and more lasting the learning. The other psychological principle to which I call attention is one technically called "set," "mind set" or attitude. For my present purposes I shall call it mind-set-toward-an-end. The cat who with deliberate cunning sets out to slip upon a bird and catch it is acting under the influence of this mind-set-toward-an-end. So also is the politician who sets out to win an election, or the boy who is going to make his team win the championship. Let us note the steps of activity proceeding from such a mind set as they appear say in the girl making her first dress. We have first an inner urge, not an outer compulsion, that pushes her on. Obstacles only stimulate to greater activity. Second there is a readiness for action of all girls' inner resources so far as they might in anywise pertain to making the dress. If she walks along the street, certain shop windows are bound to catch her eye while others (the hardware store, for instance, she will pass without knowing its presence). If she sees a dress that might furnish a suggestion, she is all alert to see what it is. Any remarks about fabrics will attract her attention. Such words as *latest*, *chic*, *ton*, and the like have an attraction for her. She is equally dull of hearing or seeing to anything that would distract her. Suppose now she succeeds. Her success means satisfaction, and satisfaction in proportion to the strength of her purpose. This satisfaction by the law of learning given above tends to fix in her all the responses which brought the success. Whatever of thought or movement that entered consciously into bringing her success, these are by the attendant satisfaction fixed in

her. She could the next day do better. As for forgetting what she did or how she did it, that is impossible. There may be many before me right now who can to this day recall a similar experience in their own lives, the details of which are even yet astonishingly clear. When this fixing of responses is taken in connection with the choice and organization of data a very strong case is made out for utilizing purposes. The purpose gives the mind-set-towards-an-end, supplies or is the inner urge, makes ready all pertinent inner resources and contributes satisfaction when success crowns the efforts. This satisfaction then fixes the organized data and factors of thought, knowledge, and movement, so that the child comes out with an effective organization of pertinent knowledge and skill fixed in his mental make-up as a permanent possession.

In conclusion let us consider a matter that I know has been strongly to the fore in the minds of some of you: What is the place of the teacher in this project work? Or does the teacher abdicate and let the children run the school? By no means so ever. The teacher does more in this kind of work than ever before, only with clearer recognition of what counts. What then is the place of the teacher? First, to bring it about in the end, if not at the beginning or all at once, that the pupils purpose wisely. Perhaps the purpose comes openly, perhaps only indirectly, from the teacher, perhaps openly and frankly from the pupils. But if from the pupils, it is the teacher who approves and permits. The teacher's hand is always on the reins. The second part of the teacher's work is to supervise and steer the pupils' working out of the approved purpose. The more fully the children can do this adequately of themselves, the more educative the experience; but the teacher must be present to see, question, guide and help. Children cannot, unfortunately perhaps, be

left to their own devices. The teacher is needed. Just how the teacher is to solve all the problems involved I believe none of us now know. The movement is yet too young. In a way that is part of the attractiveness. Here is a new movement in which ambitious souls can find adventure. Let none enter who are afraid to dare or afraid to work.

I hope the answer is clear to those who say we are advocating a fad. That some have made it a fad need not be denied. So did the French in the seventeen nine-

ties make democracy a fad, and later they made something worse of it; but who will say that democracy is a fad? The analogy is more than superficial. Democracy is not so easy of achievement as some shallow people then thought. The price of educational reform as of social reform is high. What is here presented is a new outlook promulgated essentially by John Dewey a quarter of a century ago. What we now propose is a more tangible step towards the goal then set up.

Practical Lessons in Thrift

By Savings Division of Eighth and Tenth Federal Reserve Districts

Note. These lessons are prepared by the educational department of the Savings Divisions of the 8th and 10th Federal Reserve Districts. Correspondence is invited and should be addressed to C. A. Middleough, Savings Division, Federal Reserve Bank, Kansas City, Missouri, by those in the 10th District, and to D. W. Clayton, Savings Division, 415 Locust Street, St. Louis, Missouri, by those working in the 8th District.

To the Teacher:

In this issue of *THE SCHOOL AND COMMUNITY*, appear the last lesson outlines on thrift to be given this year. Lessons are given for only the weeks of May 2 and May 9, because practically all the schools of the state will be closed the following week or the week after.

While these lessons have contained many imperfections, an attempt has been made to outline the fundamental principles of thrift and to present the outlines in teachable form. It has been gratifying to receive many letters from superintendents and teachers expressing the belief that the lessons have rendered a real service. I take this opportunity to thank all those who have been interested for their co-operation in this important and necessary phase of teaching.

D. W. CLAYTON.

Lesson XXXIII Week of May 2nd REVIEW

In the preceding lessons an attempt has been made to cover the fundamental principles of thrift. In this lesson, and the follow-

ing one, will be given a review of some of these principles.

- I. Thrift contains at least the following elements: (a) Industry, (b) Efficiency, (c) Production or Earning, (d) Saving or Conservation, (e) Wise Spending, (f) Good Management, (g) Safe Investment.
- II. Industry: The very foundation of thrift is industry. This is not only necessary in order to earn or produce but it is also necessary in the proper building of character. Example: Compare the prosperity and character of the industrious inhabitants of the temperate zone to the less industrious people of the torrid zone.
- III. Efficiency: Efficiency is very closely related to industry. It may be defined perhaps as a sort of mental industry. It means careful thought and planning as to the best way of doing things. It means getting better results with the same amount of energy. When people are working for others promotion comes to them when they find better ways of doing things, or when they find out how the same amount of work may be done by fewer people. If they work for themselves efficiency helps them to climb the ladder of success more rapidly. It makes greater production, and therefore greater earning possible.

IV. Earning or Producing: It is the duty of everyone to earn or produce. While this alone will not bring independence it is one of the elements necessary to independence. It is not necessary for children to wait until they are through school to earn. It is at this time of their lives when they should form habits of industry and when they should acquire the desire to become self-supporting and independent.

Lesson XXXIV.

Week of May 9th

REVIEW (Continued)

- I. Saving or Conservation: Industry, efficiency and production or earning, while necessary, will not bring financial independence unless habits of saving are practiced along with them. Saving is simply denying oneself some things in the present in order to provide for more important things in the future. One should not go to either extreme; that is, he should not be stingy or miserly, neither should he be uselessly extravagant. Think over the people who you believe to be the best citizens and see if they are not people who have been careful with their earnings and have saved.
- II. Wise Spending: This is one of the most

important elements of thrift. Wise spending means simply efficient use of money. It no doubt takes more ability to use one's income wisely than it does to earn it. The best way to use an income wisely is to plan very carefully the use of it by the budget plan.

- III. Good Management: The good manager is one who makes the best use of his time, his energies and his money. He takes care of his property, plans his work and his business activities in advance, and keeps his money and property at work to the best advantage.

- IV. Safe Investment: The virtue of industry, earning and saving is lost if one invests his money in schemes that are founded on bubbles. It is unsafe and foolish to invest money in get-rich-quick schemes that promise great returns. Get advice from a banker on safe investment. A good test of an investment is to find out how much money a bank will lend on it. Government securities are safe investments. There are many municipal and other bonds that are also safe. It is a good plan to steer clear of any investment promising an extremely high interest rate. Ask your banker.

Department of Child Hygiene and School and Home Sanitation

Conducted by the
Missouri Tuberculosis Association

W. McN. Miller, M. D., Editor



RECENT ACHIEVEMENTS OF HEALTH EDUCATIONAL WORK IN MISSOURI

"One reason for the marked decrease in consumption during the last twenty years," writes Dr. W. A. Evans of Chicago, "is the common knowledge of the disease. The man who does not know something about it, how to prevent it, what symptoms cause him to suspect it, and the advantage of open-air treatment, is unusual.

Missouri Tuberculosis Statistics, 1911-1920

	1911	1912
Population	3,304,407	3,404,055
Deaths from all causes....	43,479	43,572

Death-rate from all causes, per 1,000 pop.	13.16	12.80
Deaths from tuberculosis, all forms	5,113	3,592
Tuberculosis death-rate per 100,000 pop.	155.27	105.52
Percentage, deaths from tuberculosis of deaths from all causes	11.76	8.22
Deaths from causes other than tuberculosis	38,366	39,980
Death-rate from causes other than tuberculosis per 100,000 population	1161.1	1174.5

The above table of statistics, compiled and

elaborated from a recent preliminary mortality report of the Missouri State Board of Health for 1920, taken into consideration with the facts presented in the circular, "Facts Pertaining to Tuberculosis," emphatically confirms Dr. Evans statement heading the page.

The facts stated in the circular were based upon mortality statistics for 1919 and show the death-rate still to be falling, speaking volumes for the fruitful results of the fight which has been conducted against the disease by the Missouri Tuberculosis Association and affiliated local tuberculosis societies.

The work of the state association has been chiefly educational, conducted for the most part through the schools of the state. It has yielded results in Missouri, probably unsurpassed by any state in the Union, despite the lack of county tuberculosis hospitals and tuberculosis nurse service.

The main facts revealed in this table are:

(1) That, despite an increase in population, the number of deaths from tuberculosis in the state in nine years has decreased 1,521, from 5,113 in 1911 to 3,592 in 1920, a decrease of nearly 30%.

(2) That for every 100,000 population in the state the number of deaths from tuberculosis in 1920 was 90 fewer than in 1911, a decrease of 32%.

(3) That while the death-rate from causes other than tuberculosis was 1% greater in 1920 than 1911, the death-rate from tuberculosis was 32% less than in 1911.

(4) That while in 1911 one out of every eight persons who died from any cause in Missouri died from tuberculosis, in 1920 but one out of every twelve such deaths was due to that disease.

From 1911 to 1919 the death rate from tuberculosis decreased more rapidly in the state outside of St. Louis and Kansas City than in these cities. In rural Missouri the fight conducted against tuberculosis has been almost exclusively educational. This fact reveals the effectiveness of educational work and establishes its claim for the participation and continued support of the work of the state tuberculosis association by the schools of the State.

In addition to the results achieved by the Missouri Tuberculosis Association and local tuberculosis societies of Missouri in their campaign against tuberculosis, as recounted

above and in previous issues of the School and Community, there remain to be reported the results of the legislative campaign which has just been concluded with the adjournment of the regular session of the Missouri Legislature. The outstanding results are:

(1) Increased appropriations for the State Board of Health, providing for (a) constructive work in child hygiene, (b) the prevention of communicable diseases, including tuberculosis, (c) rural sanitation, (d) increased capacity of the State Sanatorium for Incipient Tuberculosis at Mt. Vernon, and (e) the installation and practice of Occupational Therapy in that institution.

(2) The passage of a concurrent resolution approving the annual observance of a **School and Health Week** by the public and private schools and by all health and educational institutions and organizations in the state, in the month of December.

(3) The passage of the Physical Education Bill. This newly enacted law provides for (a) instruction in health habits, (b) physical training and supervision of the health of pupils of the public schools, (c) securing sanitary condition of school buildings and playgrounds, (d) control of school athletics, (e) employment of school nurses, (f) certification of the health of teachers, and (g) the training of teachers to carry out its provisions.

It is believed that with the operation of the Physical Education Act the State of Missouri will hold a foremost place in constructive health education and will be in position immediately to make available to the schools of the state the benefits provided for by the Fess-Capper Bill, now before Congress, when enacted.

COLLECTIONS TO APRIL 18TH BY THE CONSTITUTIONAL CONVEN- TION COMMITTEE OF THE M. S. T. A.

Sedalia Teachers	\$114.26
Ferguson Teachers	40.25
Kirksville Normal	10.00
J. L. Roemer, St. Charles	10.00
G. H. Meredith, Marceline	2.50
Avery M. Johnston, Commerce.....	1.00
D. E. Matthews, Hermann.....	1.51
J. L. Vincent, Sturgeon	2.00
W. H. Black, Marshall	5.00
M. O. Wilson, Ellington	1.50
Myrtle Threlkeld, Shelbyville.....	1.50
Alice Wulfekammer, Wellington.....	1.20

Personally we have known few teachers who did not leave a summer school in better health and spirits than those who spend the summer in travel, by the seashore or in the mountains with nothing to do but trying to get rested. If anything prevents rest it is thinking of one's need of rest, and above all being with people who all seek rest.

Every teacher says that it takes some time in September to get students back to where they were in June, and we have often thought that it takes some time to get a teacher in September where he was in June.

We would be the last to urge any teacher

to overstudy, to desire any teacher to make any drain on mentality, but our conviction is firmly established that for most teachers, yes, for most tired teachers there is no way to spend six or eight weeks of the summer so wisely, physically or mentally, socially or recreationally, professionally or economically, as in summer school.

There are so many summer schools now that one can be by the sea-side or in the mountain, can study with a great university faculty, or this year just sit at a round table with a group of big men and women and be as big as any of them.

What the County Unit Is, It's Purpose and Work

The provisions of a fundamental educational law like the County unit bill, should be made thoroughly familiar to all teachers. It is too long to print in full, but the following by Prof. G. R. Crissman is a very thorough analysis of it. The article should be preserved for future reference:

1. All schools of each county, except such as maintain first class high schools, are put under the government of a County School Board of six members, who are elected by the qualified voters included in the County School District on non-partisan tickets. Not more than one member can come from any township.

2. Within this County School District taxes will be uniform. The County Board can make any levy up to 40 cents on the \$100. Any larger levy must be submitted to the voters of the County School District and receive a majority approval. With a full valuation of property a 40 cent levy will raise enough money to maintain good schools in most of the counties outside of the hill section.

3. Free high school privileges are provided for every eighth grade graduate. If there is no high school close enough to be attended from home the County Board will either establish a high school in that part of the county or will pay the student's tuition at any high school of the state which he may choose. He may also attend the high school departments of one of the State Teachers Colleges or the State University.

4. Provision is made for special state aid to counties having large school enrollments and low property valuations. When a 65c

levy is made and the funds raised do not amount to 20c per day per child in elementary schools and 35c per day, in the high schools, then the state will supplement the county funds until this amount is provided. Schools not in the County District must levy 100c before this same state aid is made available.

5. The County Board has power to discontinue any school when the attendance is too small to justify the employment of a teacher or where it would be more economical to send the children to some other school. All district school boundaries become of little consequence since children can attend any school. The County Board is authorized to transport children if it sees fit to do so.

6. The County Board has the same power to borrow money, issue bonds, and erect school buildings as is given to School Boards in cities. Until suitable school buildings can be erected the Board is authorized to lease any suitable buildings for high school purposes.

7. The County Board employs a County Superintendent having the qualifications prescribed by the State Superintendent of Schools. Assistant County Superintendents may also be employed whose qualifications must be prescribed in like manner. In seek-

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ing a County Superintendent or Assistant Superintendent, questions of residence and politics are not considered, but applicants are to be considered solely on their merits.

8. The County Board with the advice of the County Superintendent shall classify all the teachers of the county (a) as to academic scholarship, (b) as to professional training and (c) as to successful experience. Based upon these facts the salaries of all teachers of the county shall be determined. Then the County Superintendent shall furnish to all schools of the County District an eligible list of teachers and from this list the Local School Boards will select their teachers.

9. The Local School Boards have charge of their own school buildings and other property; they prepare a local school budget of their yearly needs and submit it to the County Board who prepare a county budget from the local budgets. When the County Board approves the local budget for incidentals the funds raised for this purpose are placed at the disposal of the Local Boards.

10. On July 1, 1922, the title to all the school property of the County District, and likewise all the school indebtedness is assumed by the County Board. On this date the law goes into full effect.

11. The law gradually becomes operative as follows: 1. Between now and the 26th of next July candidates for the County Board may file with the County Clerk. 2. Only July 26th the County Clerk will make official announcement of all candidates. 3. On August 6th he will distribute to the Clerks of the Local School Boards the official ballots containing an alphabetical list of all candidates and the townships in which they reside. These ballots contain no party emblem or name. 4. On August 16, next, the first election will be held. After this year the elections will be the first Tuesday in April. After the County Board is elected this year it will have little to do until next spring. It will, before the next Annual School Election, prepare the County Budget and make the County Levy. 6. Probably following the Annual School Election next April, it will elect a County Superintendent, classify teachers and prepare an eligible list of teachers for the County.

Greentop Sings Itself From Sleep

Communities do not sing themselves to sleep. Those that are sleeping must attribute their lethargic condition to other causes than music. Greentop, a little community in Schuyler county, has awakened itself by, with, and to music. It has literally sung itself from a state of indifference and inefficiency to a high plane of efficiency and enthusiasm; from a weak, run-down, two-year high school to a strong, growing first class high school.

Its story, briefly told, is this: Up to three years ago it was a small two-year high school, poorly equipped. There was little interest inside the school and less outside. The enrollment was too low for the school to obtain state aid. The attendance was irregular and "keeping order" was the greatest problem. There was no musical instrument and singing was used merely as a method of modifying the noise.

Then, probably because men were hard to find on account of the war, the board employed Mrs. Flora B. Wright to take the principalship of the school. It happened that Mrs. Wright had been fortunate in having been under the tutelage of a great teacher who knew music and its possibilities, Professor Gebhart, and from whom she had caught a vision of the power of song in educational work. This vision she projected into the community and the school at Greentop when she took charge of it in September, 1918. Her plan she expressed in an adaptation of a familiar verse which to suit the situation is: Somebody says, "It cannot be done,"

But we with a chuckle reply:

"Maybe it cannot, but we are the crowd
Who will not believe till we try.

So we'll buckle right in with a lift of the chin;
If we're worried nobody will know it.

We'll start in to sing as we tackle the thing
That cannot be done—and we'll do it."

They did start in to sing. School opened with singing. Lots of singing was mingled with the regular assembly exercises. The "Old Favorites" were used, along with war songs and an occasional "popular song," if the music was not too "jazzical." The village folk yawned and noted that children were taking more interest in the school, that the attendance was more regular and breakfast earlier,

Then a community piano was rented and the people were surprised, when they came to the school, to find that the boys were singing, that they were the most enthusiastic about it and, in fact, the best singers. Old settlers wondered at the discipline for it seemed to have vanished as a problem, was simply taking care of itself, and the teachers were free to do some real teaching and planning for the good of the school.

By working extra time, at recesses, after school and of evenings the school gave an operetta, "The Windmills of Holland," that interested the entire community in the school and started them to seeing visions of a bigger, better school.

When school commenced in 1919 those who had finished the previous year's work were back, for the community had made the necessary arrangements for a three-year course. Pupils from outside the district were there wanting to go to school at Greentop. Other teachers were added to the corps. Music was not offered as regular work but as an "extra." Pupils somehow like what they like, and take it for itself, not thinking of the credit—small pupils do. A piano was bought and paid for by subscriptions and entertainments. A small phonograph was purchased for \$41.00 and put into the grades. The problem of discipline and attendance had been forgotten. During this year an orchestra was organized with ten pieces under the direction of Professor Carr of the Kirksville Teachers College, and three pupils were studying voice.

The year 1920-21 has been a real "doing things" year. The community is wide-awake. The citizens have raised \$2000 to add to the regular school funds in order to provide the necessary room, equipment and teachers for a four year course. The school has been approved by Supt. Baker for sixteen and one-half units. One-half unit is offered in Music and there are eighteen pupils in this class. The orchestra is a real asset to the community and to the school, playing for town and school entertainments, always in demand. This year the school gave another operetta, "Polished Pebbles" which elicited unbounded praise and one hundred fifteen dollars from the community.

Recently Mrs. Wright was invited to appear with her pupils before the National Mu-

sic Supervisors who met at St. Joseph to demonstrate what can be done in Music in small town and rural communities. She, with a chorus of twenty-two, pleased this body of expert musicians very much by their rendition of a program of song.

Mrs. Wright says that the school spirit is good, that the community will back the

school in any undertaking and that the school's program is: "To live completely; see some good pictures every day, read some good poems every day and sing some good music every day."

"They started to **Sing** as they tackled the thing

That couldn't be done—and they did it."

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Items of Interest

AS TO SALARIES

County Superintendent D. W. Denny of St. Clair county writes: "Several schools have already employed teachers for the coming year, all at an increase in salary. The school spirit seems to be on the uplift in our county. People, as they become more fully acquainted with the new school laws seem very much enthused over the prospects for better school conditions."

Supt. W. M. Oakerson writes that he and Principal R. L. Gwinn have been re-elected but that teachers have not been yet elected nor the salary schedule determined.

Mrs. Arla B. Williams, superintendent of Scotland county says that the average rural salary for her county last year was \$85 per month and that there is no talk of lowering salaries. She mentions that one weak rural district voted, unanimously, a levy of \$1.65 for the support of its school next year. She says that she had not heard of the defeat of a levy in any district.

Supt. H. M. Buckley of University City writes that salaries in his grades will run from \$1200 to \$1500 and in the high school from \$1600 to \$2200. He is justifiably pleased over the result of the recent election on which bonds to the amount of \$90,000 to be used in completing and furnishing the Pershing and Harvard schools carried by a vote of more than eight to one.

S. J. Hollaway, of Auxvasse, reports that he has been re-elected at an increase of 25% in his salary and that his teachers have all been retained at increased salaries. The Auxvasse school has employed during the last year a man in vocational Agriculture and is considering the addition of vocational Home Economics to its course.

J. Delaert Dull of Gorin has been re-elected at an increase of 11% over his salary for this year.

Cole Camp has re-employed her high school teachers at an increase of from twenty to twenty-five per cent and her grade teachers at from twelve to fifteen per cent increase. Supt. L. H. Grinstead who has had charge

of the schools for several years is retained at a salary of \$2400.

Brunswick has shown her appreciation of the work of Supt. Burnsides by re-employing him at a salary of \$2700 which is an increase of 12 1/2 per cent over this year.

Emmett S. Finley has been retained as superintendent of the Prairie Hill Consolidated District in Chariton county at a salary of \$3000 which represents an increase of more than fifty per cent.

O. E. Hocker has been re-employed as superintendent at Hayti at a salary of \$2,000.

Rockport has re-elected Supt. R. A. Davis at \$2400, a complimentary increase over last year. Grade teachers in this school have been raised from \$85 per month to \$100 per month. High school teachers have not been employed but salaries will probably be from 1350 to 1500 dollars.

Supt. W. C. Barnes has been employed for his fifth year at Carthage at an increase of \$150 over the present year's salary. Corresponding increases have been made in the salaries of all the teachers. The present maximum salaries are \$115 in the grades and \$150 in the high school. In addition to these salaries fifty dollars is allowed each teacher as a bonus for attending summer school. Superintendent Barnes during his service as head of the Carthage schools has had his salary increased from \$2100 to \$3850.

O. J. Mathias, who for several years has directed the schools of Desloge has been re-employed at \$3000, which represents an increase of 25% over his present salary. All the high school faculty is retained at increased salaries and the pay of the grade teachers is also increased. Double increases are granted those teachers who attended summer schools last summer.

Superintendent D. W. Branam has been retained by his board at Higginsville at a salary of \$2400. Grade teachers at Higginsville receive from \$900 to \$1200 and high school teachers \$1200 and up.

County Superintendent Moreland of Bates says, "Two boards have employed rural teachers at \$125 per month, the salary raise

being in one case from \$77.50 and in the other \$85."

Emmett Ellis has been re-employed as superintendent at Rich Hill at an increase in salary as have his high school teachers. It seems that the grade teachers there are willing to teach for from \$75 to \$80 per month.

Tarkio will have the services of Supt. J. A. Higdon next year, the board having re-elected him at a substantial increase in salary.

R. F. Wood of Pattonsburg says that all salaries have been increased there. He has been re-employed as superintendent at a salary of \$2250 which is an increase of \$250 over the present salary.

Supt. L. E. Leaver of Laddonia has been tendered his position again at an increase of \$100 over his present salary.

Savannah has secured the services of J. C. Godbey for another year at a salary of \$2500 which is a good increase. Principal Alvin A. Moore is retained as high school principal at a salary of \$1800 and two high school teachers have likewise been retained at salaries of \$1200 and \$1500.

Supt. G. W. Beswick will remain at Poplar Bluff for another year. The board at that place has not yet determined just what the increases in salaries shall be.

Supt. Ira E. Welker has been unanimously re-elected at Piedmont but has declined the position. Mr. Welker has been unanimously elected here for three successive years.

L. J. Hoback will remain at Golden City, having been re-elected at a salary of \$2000. Superintendent Hoback says that he believes that the salaries of all his teachers will be increased when the board elects them.

Superintendent J. N. Crocker of Cape Girardeau has been given a salary increase of

\$300, making \$3600 for next year. Principal Belmont Farley is re-elected at \$2750, being an increase of \$250 over his present salary. Cape Girardeau has definite provisions in the salary schedule for annual increment until the maximum is attained. This year every high school teacher will get an increase.

Egbert Jennings and Harvey Watson, superintendent and principal of the high school, respectively, have been retained in those positions at King City for next year. Supt. Jennings at \$2454 and Prin. Watson at \$1800.

County Superintendent R. B. Wilson of Jefferson County says that he has reports from only a few rural districts three teachers with second grade certificates have been employed, one has been raised from \$90 to \$100 per month, one from \$85 to \$95 and another from \$125 to \$135. One with a teacher-training certificate has a salary increase from \$85 to \$100.

Liberal has re-employed all teachers at salaries ranging from \$1125 to \$1800 in the high school.

A. R. Curry of Kennett says that that section of the state is bankrupt on account of the cotton situation, however, present standards will be maintained. Kennetts' schedule is well up to standard.

J. F. Montague, Superintendent at Republic has been given a raise of \$300. His salary will be \$2100. He says the tendency there is to re-employ on present basis. He hopes, however, to see each salary raised.

Superintendent Jas. N. Hanthorn, will remain at Lees Summit at \$2400. This is an increase over last year. The salaries of almost every teacher in the high school and the grades will be raised, according to Mr. Hanthorn.

Within the Last Month HANNIFAN'S

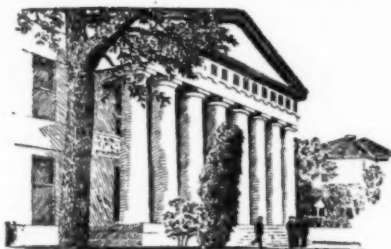
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ENROLL AT ONCE FOR 1921-1922 VACANCIES

Miss Alberta Callison, head of the Clark County schools, says "A number of schools are asking for good teachers and they expect to pay \$100 or more. Other places are employing their present teachers generally at the same salary as is being paid, which ranges from \$75 to \$110.

J. G. Terry of Purdin will remain in charge of the schools at that place next year. His salary will be increased 25%.

Carl Junction, according to Superintendent Geo. E. Masters will re-employ their high school teachers at the salaries paid last year. A small increase is to be made in the salaries of the grade teachers. Mr. Masters will have charge of the schools next year at an increase in salary.

Elmer H. White, county superintendent of Lafayette county is urging his boards to pay better salaries. Supt. White is proud, however, of the increases given last year which averaged $33\frac{1}{3}$ for rural teachers, 35% for grade teachers, 50% for high school teachers and 30% for superintendents. The average salaries at the present time are for third grade certificates \$645, for second grade \$730, for first grades \$725, for 30 hour college diplo-

ma \$815, for 60 hours \$900 and for 90 hours \$1250. The maximum salaries for these qualifications were respectively, \$920, \$1250, \$1350, \$1000, \$1200 and \$1600. Teachers and Superintendents with the degrees A.B. or B.S. averaged \$1475 and ranged from \$1000 to \$2400. Mr. White reports ten rural teachers re-employed for next year, all but three have received increases ranging from 8 to 25 per cent. These salaries range from \$80 to \$130. The average is \$116.

Supt. W. S. Taylor has been elected to his sixth consecutive term at Mt. Vernon at an increase of \$400 in salary.

J. F. Godwin will remain at Lawson next year at a salary increase of 25%.

Bowling Green has increased the minimum salaries of their grade teachers \$180 a year; those of high school teachers have been increased \$135 a year. The salary of Supt. Powell has been increased by 25% over that of this year.

Supt. Chas. F. Ross has declined the superintendency of the schools at Barnard for next year.

Miss Leona Badger will remain in charge of the schools at Conception, having been

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re-elected with a very complimentary increase.

Supt. H. M. Aulsbury was elected to his fourth term at Campbell at a salary of \$2200. Principal W. A. Shy will have charge of the high school again at increased salary.

Adrian has re-employed most of her teachers at an increase in salary. Supt. W. T. Hoover will receive \$1900, Miss Bessie Lee Brown will do the Teacher-Training work at \$1600. All other teachers will have an increase of about ten per cent.

Superintendent E. N. Beumer of Kirkwood says that teachers there will receive \$1200 to \$2000 in the grades, from \$1400 to \$2400 in the high school and that the principal of the high school will receive around three thousand. Mr. Beumer has been re-elected at an increase of \$600. His salary will be \$4200 next year.

County Superintendent W. B. Downing says that last year the average rural salary in Cooper county was -84 and that it bids fair to be materially increased next year. Four teachers reported as elected for next year will receive salaries averaging \$115, ranging from \$100 to \$135.

Supt. Chas. Baldwin will be retained at a salary of \$2750.

Clarence School Board has increased the salaries of all the grade teachers by 20 per cent. High school salaries will range from \$1125 to \$1250, an additional high school teacher will be added. Professor R. G. Smith will be retained as head of the schools at an increase of \$250.

Superintendent J. G. Pummill, of Seneca, informs us that most of the teachers there have been employed at salaries about median between those of schedule I and II for the grades and at schedule II for the high school.

Leadwood will retain the services of Supt. J. W. Reavis next year at a salary of \$2800. All teachers have been given substantial increases, the minimum salaries for next year being \$900 for the grades and \$1400 for the high schools.

County Superintendent, M. E. Montgomery, says that the average salary at the present time in Scott county is \$95 per month for rural teachers; several boards have employed teachers for next year at the present salaries, some at increased salaries. There have been no employments reported at a reduction.

COPY OF

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.

The School & Community, successor to the Bulletin, published monthly at Columbia, Missouri, required by Act of August 24, 1912, for April 1, 1921.

Editor, Thos. J. Walker, Columbia, Missouri.

Managing Editor, Thos. J. Walker, Columbia, Missouri.

Business Manager, E. M. Carter, Columbia, Missouri.

Publisher, Missouri State Teachers' Association, Columbia, Missouri.

Owners: (If a corporation, give names and addresses of stockholders holding 1 per cent or more of total amount of stock.) Missouri State Teachers' Association, Columbia, Missouri.

Known bondholders, mortgagees, and other security holders, holding 1 per cent or more of total amount of bonds, mortgages or other securities: None.

(Signed) E. M. CARTE', Business Manager.

Sworn to and subscribed before me this 24th day of March, 1921.

(Signed)

(SEAL)

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C. F. Peak, who went to Milan four years ago at a salary of \$1200, will receive \$2500 next year. He says that all grade teachers retained are to be given a raise of \$100 in salary and that high school teachers will be paid from \$200 to \$300 more than they were last year.

Supt. C. O. Williams calls attention to the interesting fact that at Tipton salaries have been increased 100% since 1918-19, the total pay-roll being \$5,520 then as compared with \$10,390 for next year. All salaries have been materially increased for next year at Tipton, the least raise being \$90 and the greatest \$300, which is that of the superintendent.

Gideon has re-elected **Louis B. Hoy** as superintendent at a salary of \$2000. Miss **Zoe Booth** is retained as principal at an increase of \$180 in salary, as is **Ina Dumm** as instructor in Latin and English who will enjoy an increase of \$200. All grade teachers will be increased to or above the salary schedule of the Association.

Supt. C. W. Oldham has been complimented by his Board by re-election at a good increase. The board will continue to follow the salary schedule which, we understand,

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I. J. Vogelgesang has signed a contract to remain with the schools at Gilman City at an increase of \$250 in salary over that of last year. He feels sure that grade and high school teachers will be retained at increases.

J. U. White, who for many years has been directing the schools of Flat River reports the following increases in salary at that place for next year: Superintendent from \$3000 to \$3300; High School Principal from \$1800 to \$2025; Manual Training from \$1715 to \$2030; Domestic Science the same; other High School teachers from \$1350 to \$1575; primary teachers from \$1080 to \$1215 and other grade teachers from \$1000 to \$1135. Flat River has spent \$10,000 since February 1st on the improvement of its buildings and grounds.

H. L. Mott has been elected to his third consecutive term at Carterville as superintendent and an increase of \$300 in salary.

Mrs. Clara E. Graham, of Mississippi county, says that the teachers who are re-employed will receive salaries equal to or greater than those of the present year.

Roscoe V. Cramer has been re-elected at Lebanon; his increase is not announced. The board however is making general increases in both grades and high school.

Miss Myrtle McPherson, who for the past year has been directing the schools of the Martinsville consolidated district, reports that her board has re-employed many of the teachers at increased salaries, her own being increased to \$2100.

Supt. Bert Cooper of Nodaway says that his county will increase salaries.

GENERAL NEWS

Dr. E. L. Hendricks was unanimously re-elected president of the Central Missouri State Teachers College at a meeting of the Board of Regents held in Warrensburg on April 15. His salary was fixed at \$6000. In accepting, Dr. Hendricks made plain to the Board that if any reductions were to be made in faculty salaries, his own should bear its proportionate share. Resolutions of respect to the memory of the late president of the board, C. A. Kieth, were adopted.

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School in Johnson county. An exhibition of Pioneer Days was the principal feature of the program. Wool was carded and spun and seeds were picked from the cotton. A collection of pioneer household articles was exhibited, including wool cards, spinning wheel, a four post corded bedstead, homespun garments and a flint-lock musket.

President Clyde M. Hill, of the Southwest Missouri State Teachers College, delivered an address before the Tennessee State Teachers' Convention which met at Memphis on April 7th. President Hill's subject was "High School Spirit and How to Get It."

A Thoroughly Modern High School Building is being erected at Leadwood. This school will add manual training to its course next year. The school is growing rapidly.

Missouri was well represented at the Conference at State Historical Societies which was held at Madison, Wisconsin, on the 14th and 15th of April. Missourians on the program were Floyd Shoemaker, Secretary of the Missouri Historical Society; C. H. McClure of Warrensburg, and R. S. Douglass, Cape Girardeau. Mr. Douglass was unable to take his part on the program because of illness. Mr. McClure read a paper on Text

Books of State History. Mr. Shoemaker, according to Madison papers, excited much favorable comment by his paper on "Popularizing State History." He was elected to a place on the Executive Committee of the Mississippi Valley Historical Society which is regarded as a mark of distinguished honor.

The Community Teachers' Association at Kearney early in the year called a meeting which resulted in the organization of a Committee of more than fifty really active men and women who are interested in building up the community. This organization has assisted in putting over a proposition for a \$30,000 high school building. A Civic Committee consisting of five live members keeps the organization in touch with conditions and busy on their improvement. The President is Mrs. Allen Riley, a patron of the school, and the secretary, is Miss Marie Feedback, who is a teacher in the grades. Superintendent Andrew Jackson says that the school will soon have a well equipped department of Vocational Agriculture.

H. J. Deppe, instructor in Vocational Agriculture at Lebanon, has been dangerously ill, following an operation for appendicitis.

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Pupils of the sixth, seventh and eighth grades, of St. Louis Public Schools more than 15000 in all, were competitors in a Music Memory Test, the preliminary of which was scheduled to take place on April 15th. The following points were to be considered in the test: naming of composition, naming of composer, and interesting remarks as to the composition. The tests were conducted under the general direction of the Supervisory Committee of the Music Department. The following selections, thirty in numbers, are the ones used: Minuet in G, Humoresque, Pilgrim's Chorus, Hark! Hark! The Lark, Largo, Spring Song, Lullaby-Brahms, Melody in F, Soldiers' Chorus, March Slave, All Through the Night, Swance River, Barcarolle, Sextette from Lucia, Miserere, Believe Me If All Those Endearing Charms, Annie Laurie, From the Land of the Sky Blue Water, Amaryllis, The Swan, To a Wild Rose, Narcissus, Morning, The Death of Ase, Anitra's Dance, In the Hall of the Mountain King, William Tell—At Dawn, The Storm, The Calm, and The Finale.

Professor Clarence Stratton who for seventeen years has been instructor in the department of English of the Central High School, St. Louis, has resigned that position to become director of English in the high schools of Cleveland. Professor Stratton was well known among English teachers over the United States. He is the author of several books, numerous magazine articles, one act plays, and is a valued critic of current drama. His salary at Cleveland will be about \$5000, it is understood.

Roy V. Ellise who for several years has been superintendent of schools at Troy has been elected to the superintendency at Sikeston. Mr. Ellise has built up a splendid school and Troy and he believes that Sikeston furnishes a field for great development. He will be succeeded at Troy by R. S. Moore, formerly professor of History in the S. E. Mo. Teachers College.

Clark County will have about 200 rural graduates this year and Miss Callison, the county superintendent, says that fully three-fourth of them will enter high school next fall. Graduation exercises will be held in connection with "Old Settlers' Meeting" and

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the Missouri Centennial will be celebrated by a pageant.

Jefferson County has made arrangements for a school display at the State Fair.

Golden City will add Teacher-training to its course next year.

Piedmont gives an annual exhibit of school work near the close of each year. Supt. Welker has found this a good way to get parents interested in the school as well as to stimulate good work on the part of the teacher and pupil.

E. E. Lucas has resigned the superintendency at Linn Creek and has left the State.

Poplar Bluff carried their bond issue of \$30,000 by a vote of nine to one. It will be used to build additions to ward schools to relieve the crowded conditions. Six additional teachers will be added to the force. Vocational Agriculture will be added to the high school course next year.

Lancaster high school won in debating contest for the Northwest Missouri Championship and on the 8th of April defeated Savannah high school who were the champions of the Northwest Missouri field.

Prof. E. C. Rees, vocational agriculture

teacher at Savannah recently fell into a cellar injuring himself rather severely. He has recovered sufficiently, however, to be back at work.

Bates County will have 23 teacher-training graduates this year according to county superintendent A. C. Moremand. Seventeen other graduates are seeking teachers' certificates by examination.

Desloge has just completed a high school building at a cost of \$125,000. It will be equipped and ready for occupancy at the opening of the next term of school. A ward building costing \$50,000 has just been completed also. Eight additional teachers have been added to the system which gives them a corps of thirty in all.

Seneca has begun work on an addition to their school building. The new part will be a seventy by seventy structure, two stories high.

Greenfield, Missouri, is to have a new high school building. Plans have been drawn and submitted to contractors for bids. The building will be unique in that it will be but one story high. Forty thousand dollars have been voted for its erection.

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Dr. John Jay Rice's memory is to be honored by a bronze memorial tablet which will be unveiled in Swope chapel, Westminster College, during commencement week. Dr. Rice was a member of the Westminster faculty for more than half a century. He died last December.

The Schmelzer Company of Kansas City has established a Victor Educational Department. Mr. David R. Walsh, for several years connected with the Educational Department of The Victor Talking Machine Company is to have charge of this new department. Mr. Walsh will serve the teachers of his territory in every way possible in matters pertaining to music and the use of the Victrola in its various educational applications.

School Bonds in Kansas City to the amount of \$5,000,000 were voted by a majority of 13 to 1 on April 2nd. The money will be used in the erection of buildings. Never in the history of Kansas City has a school bond proposition been lost, but never before was one carried by so large a vote or such a proportionate majority. Since 1910 this city has voted practically \$12,000,000 in school bonds at five elections. The greatest number voting at any of these, before the last one, was

5,129; in the recent election there were 19,633 votes cast. This election is a great compliment to the spirit of the citizens of Kansas City and to their confidence in their school system.

Martin T. Pope, known to Missouri school men as the president and manager of the Community Lyceum Bureau, was elected mayor of his home city, Aurora, Mo., recently.

A Cape Girardeau girl, Theresa Koeppel, 12 years old, was awarded the first prize of \$50, in the Health Poster contest which was conducted by the Missouri Tuberculosis Association. The second prize of 30, was won by Dora Jane Simpson, age 7, of Springfield, the third prize of \$20 went to Lena Levy of Leadwood. The prize posters, 13 in all, were exhibited at the State meeting of the Tuberculosis Society in Jefferson City, April 27.

Miss Regina Freant, State Director of Vocational Home Economics was seriously injured in a railroad wreck near Edina and is confined to her home at Cape Girardeau.

Monett High School has had a very successful year in athletics. Its team won the Southwest Missouri Championship last fall, winning every game and being scored on

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only once. The school is particularly proud of this record since it met the teams of the larger schools of the district such as Springfield and Joplin. Recently at a Tryout Meet at Carthage the Monett track team won every event but two, scoring 65 points with Mt. Vernon their nearest competitor, scoring 29. Besides these two high schools, Carthage, Webb City, Neosho, Carterville and Jasper were represented in the meet. Superintendent Capps attributes the success of the school in athletics largely to the superior coaching of his high school principal Mr. Finis E. Engleman.

One Hundred Per Cent Enrollment in the N. E. A. is the record of the Sedalia schools. As a result each school is the possessor of a Certificate of Commendation for high professional spirit signed by Secretary Crabtree. This full enrollment is the result of a drive put on in February by the Sedalia Community Teachers Association. It is the first time in the history of the school that the full corps of teachers has been enrolled. Sedalia is also one hundred per cent in enrollment in the Community, District, and State Associations.

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has well under construction a new dormitory which occupies nearly an acre of ground. It is constructed of brick and stone, is absolutely fireproof and of Tudor-Gothic type. The School of Home Economics will occupy a major part of the first floor, the college has for many years held to the idea that one of its chief functions as to train for home-making as statistics show that 90% of college women become home-makers. Four of the rooms will be used as a practice department where students will do practical work in this art. The second and third floors will be used for dormitory purposes thus enabling the college to receive 250 boarding students which is the limit decided upon by the trustees of the institution.

W. T. Carrington, until recently director of Vocational Agriculture in the Office of the State Superintendent of Schools and formerly President of the Springfield Normal School has been appointed director of publicity for the State Teachers College at Maryville and has assumed his duties in connection with his new position.

Charles T. Kane, who for the past two years has held the position of university pub-

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lisher has resigned that position to accept a place with the publicity department of the Illinois Central railroad. Mr. Kane will have headquarters at Chicago.

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BOOKS RECEIVED

Mental Development and Education, by M. V. O'Shea, Professor of Education, University of Wisconsin. The Macmillan Company. Designed to meet the needs of the teacher in service as well as those who are preparing to teach. Written from the point of view of biological psychology, stress being laid upon dynamic methods of teaching. The book is arranged into three main divisions: Dynamic Aspects of Mental Development, Educational Interpretations and Exercises in Analysis, Interpretation, Investigation and Application. Varied exercises make the book adaptable to

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a wide range of uses. The book contains some of the more useful chapters of the author's "Dynamic Factors in Education," very thoroughly revised, however.

Galeno Natural Method—Spanish, Book One, by Oscar Galeno. Gregg Publishing Company, New York; 267 pages. Professor Galeno's Method is the direct one. Discussions and explanatory parts are printed in parallel columns of Spanish and English, sounds of the letters are treated in such a manner as to render it easily possible to master the book without the aid of a teacher. Phonetic drills are made use of, the Spanish pronunciation being made in English equivalents. The vocabulary is richly illustrated by pictures and drawings.

Negocios Con La America Espanola, by Early S. Harrison, 108 pages. Gregg Pub. Co., New York. The book contains several articles on the general subjects of trade opportunities in Latin America, how to organize a trade campaign, how to hold the trade, as well as instruction in salesmanship, shipping, custom-houses, marine insurance, etc. It presents the documents and correspondence representing complete business transactions. The text may be used by anyone familiar

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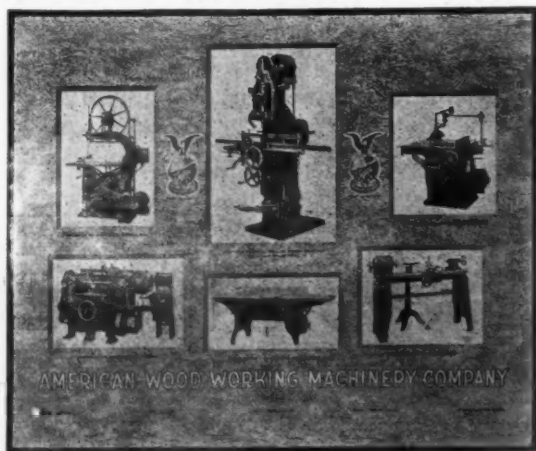
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with the ordinary principles of Spanish grammar.

Word Finder, by Hubert V. Coryell and Henry W. Holmes, World Book Company, Yonkers-on-Hudson, New York, 150 pages. This appears to be something "new under the sun" in that its aim is singly that of enabling children to find quickly for the purpose of correct spelling the words that they may desire to use in their written work. There are no definitions, pronunciations, or derivations, but after each word is printed its syllabified form. Nine thousand words are used which have been selected for the most part from the scientifically compiled spelling lists for elementary children. As a matter of convenience in spelling the **WORD FINDER** should prove a popular acquisition to the elementary school.

Courtis Standard Practice Tests in Handwriting, by S. A. Courtis and Miss Lena A. Shaw, Specimen set, 50 cents postpaid, Yonkers-on-Hudson, New York, World Book Company. The World Book Company which has for sometime been leading other companies in the publication of material for tests and measurements has just announced the above publication which is the result of three years of work by the authors.

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The Pudding and Sauce Page

Chicago, May 1, 1921.

To Domestic Science Teachers:

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HARD SAUCE

- | | |
|----------------------|-------------------------------|
| 1/3 cup butter | 3/4 teaspoon lemon extract or |
| 1 cup powdered sugar | 1 teaspoon vanilla |

Cream the butter and sugar, and add the flavoring.

ORANGE SAUCE

- | | |
|----------------------|---------------------------|
| 3 egg whites | 2 oranges, juice and rind |
| 1 cup powdered sugar | Juice of 1 lemon |

Beat the whites of the eggs until stiff, add the sugar and fruit juice, and beat well.

PORRIDGE PUDDING

- | | |
|------------------------------|---------------|
| 3 cups cold oatmeal porridge | 3 cups milk |
| 2 eggs | 1/2 cup sugar |

Mix ingredients and bake about 30 minutes. Any cold porridges, or boiled rice, can be used in this way, and will give a variety of delicious dishes easily prepared. Vanilla or lemon extract or nutmeg can be used for flavoring, and raisins and currants omitted.

APPLE TAPIOCA PUDDING

- | | |
|-----------------------|------------------------|
| 1 quart peeled apples | Teaspoon lemon extract |
| 1 cup tapioca | 3/4 cup sugar |
| 1/2 teaspoon salt | |

Quarter apples and fill bake dish. Sprinkle half sugar over apples. Soak tapioca in quart of hot water 1 hour. Add salt, lemon extract, and rest of sugar. Pour over apples. Bake until apples are tender. Serve with hard sauce. Peaches, pears, plums, etc., can be cooked in same way.

COTTAGE PUDDING

- | | |
|---|--------------------|
| 3/4 cup butter | 1 egg, well beaten |
| 3/4 cup sugar | 1 cup milk |
| 2 cups flour | 1/2 teaspoon salt |
| 3 level teaspoons Calumet Baking Powder | |

Cream the butter, add gradually the sugar and egg. Sift together thoroughly the flour, baking powder and salt and add alternately with the milk to the first mixture. Bake in a moderate oven 35 minutes. Serve with vanilla or hard sauce. Crushed strawberries, raspberries, blueberries, cranberries, and juicy crushed sweetened fruit or jellies and preserves can be served with this pudding.

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In School This Summer--

TEACHERS URGED TO ATTEND SCHOOL

A request has been made by the County Superintendent of Schools of every teacher in the county as to whether he or she intends to attend summer school in some college or university in order that they may keep in touch with all the new methods in teaching so as to help raise the standards of the public schools of _____ County. In fact all teachers have been urged to go to school this summer. A number of teachers have already answered the request to the effect that they intend to attend school this summer. Last summer 50% of the teachers in this county were in school. This summer should find at least 75% of them enrolled in a College or University. School boards can help in this movement very materially if they will also urge the teachers they employ, to attend school. Better qualified teachers will make better schools, demand better salaries and raise the standards of our schools.—Exchange.

But Where?

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